

School Accountability Report Card

Sunset View Elementary Magnet

Mr. Jerry Hooper, Principal

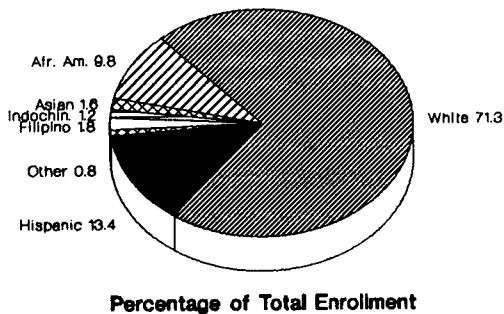
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School Profile

Sunset View University Lab Magnet Elementary School is located in the Point Loma section of San Diego. Sunset View is a magnet school in conjunction with the Point Loma Nazarene College Lab School. Our school was a California Distinguished Elementary School for 1987-88. The neighborhood is stable with an increasing population of school-age children. The total enrollment in October 1990 was 494 children.

**Student Racial/Ethnic Composition
1990-91**



Mission and Goals

It is the mission of the San Diego City School District to educate all students in an integrated setting to become responsible, literate, thinking, and contributing members of a multicultural society through excellence in teaching and learning.

All district schools have set several goals in each of four major areas to accomplish this mission:

- Improving student learning
- Improving teaching
- Enhancing integration and diversity
- Enhancing shared decision-making and community involvement

Our vision at Sunset View is that each child will feel successful and will engage in positive experiences in an environment that fosters physical, social, emotional, and academic growth. Children will become life-long learners who value themselves and others and make positive contributions to society.

Our goals over the next three to five years are to:

- Continue to refine a site governance model that facilitates planning and implementation of programs and supports priority need areas (restructuring steering committee);

Report Card Meeting, Information

Date: March 14, 1991
Time: 9 a.m. and 6:30 p.m.
Place: Sunset View Elementary Cafeteria

Proposition 98 requires all public schools in California to provide information about themselves to the public through a School Accountability Report Card. This report card examines Sunset View Magnet Elementary's policies, programs, and progress. Two meetings will be held March 14 at 9:00 am and again at 6:30 pm.

Additional information about all areas covered in this report card is available at Sunset View Magnet Elementary School. We encourage parents to come to Sunset View to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

- Determine learning style preferences of each child and continue to develop teaching strategies to address them;
- Implement peer coaching to insure feedback to teachers as they implement new teaching strategies;
- Continue to develop a kindergarten through sixth grade physical education program;
- Explore and implement more developmental curriculum and assessment at the primary grade levels;
- Increase professional growth opportunities for staff;
- Increase staff and community involvement in site decision-making in the areas of budget, staff development programs, curriculum/instruction, staffing, evaluation of programs, and identification of site needs;
- Improve intra/interpersonal skills in the area of communication among staff and community;
- Develop an African American male and Hispanic female role model program; and
- Develop higher order thinking skills in the curriculum.

Sunset View staff, parents, and administrators want parents to understand both Sunset View's strengths and needs and our success in improving Sunset View through meeting its goals. To do this, we have organized our report card around the four district goal areas listed above and have placed each of the 13 required elements of the report card into one of the four goal areas.

Student Learning

Student Achievement

How are students doing?

Sunset View continues to demonstrate academic excellence. We believe the following will assure a higher level of student achievement:

- learning through utilizing critical thinking skills;
- focusing on writing as a process; and
- addressing a range of learning styles.

We teach to build skills that will enable our students to function effectively in the 21st century. Parents are encouraged to continue a high level of communication with staff regarding their child's achievement and well being in school. Test

scores are only one reflection of student progress toward becoming a literate and thinking person.

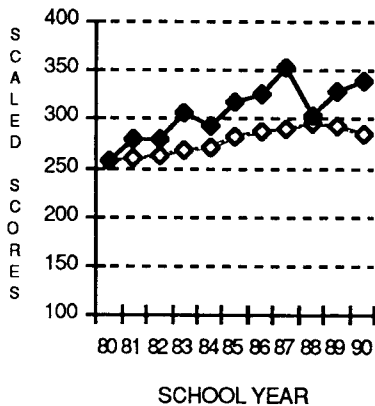
Students in San Diego City Schools take two different sets of standardized tests:

- the California Assessment Program (CAP) tests for students in grades 3, 6, 8, and 12 in reading, language, mathematics and other selected areas
- the Comprehensive Tests of Basic Skills (CTBS) for students in grades 5, 7, 9, and 11.

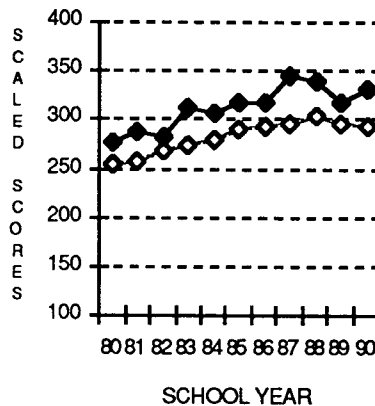
The graphs below show that over the years CAP test results at Sunset View have consistently remained well above district and state averages, placing us in the top 15 percent of elementary schools in San Diego.

CALIFORNIA ASSESSMENT PROGRAM
 DISPLAY OF SCHOOL AND DISTRICT SCALED SCORES
 1979-80 THROUGH 1989-90
 GRADE 3

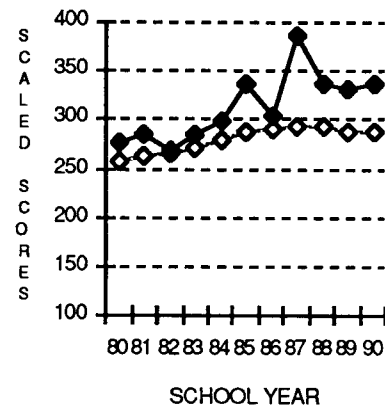
READING



WRITTEN EXPRESSION

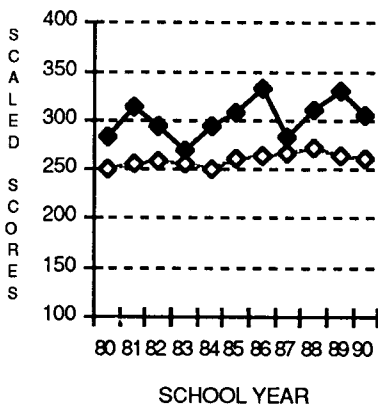


MATHEMATICS

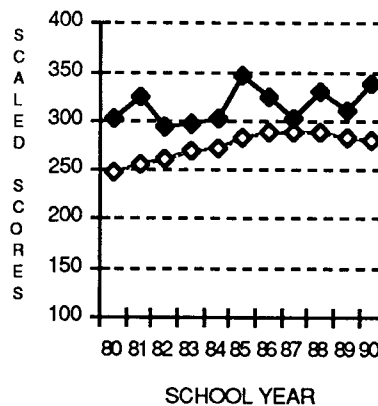


GRADE 6

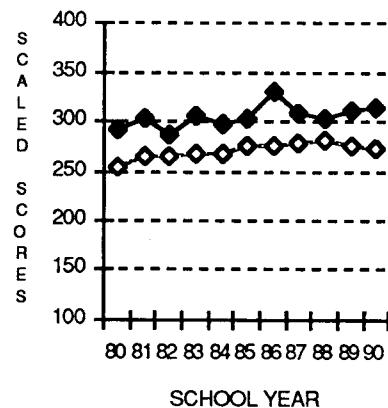
READING



WRITTEN EXPRESSION



MATHEMATICS



CODE: ◆ ——— ◆ = SCHOOL ◆ ——— ◆ = DISTRICT

While CAP scores in general remain well above the district average, Hispanic and African American students did not perform as well, particularly in math. Our African American male role model program and our basic skills reading teachers will focus on improving achievement for these groups in math and reading.

We feel there is a need for alternative assessment that shows us more than a student's performance on a standardized test. Portfolio assessment is a step in this direction. It is a sampling of student work over the school year.

If you haven't seen your child's test scores, ask your child's teacher or the office.

Attendance/Dropouts

Do more students attend and stay in school?

Our 1989-90 actual attendance rate was 94.7 percent. Our unexcused absence rate was 10.5 percent of all absences. The number of non-apportioned unexcused absences is declining. Parents, however, are reminded that verifying your child's absence or filling out an independent study contract, if the child's absence is not due to illness, is necessary. The school will call you if you have not verified your child's absences. Children with perfect attendance will receive an award.

Attendance Rates	
Year	% Actual Attendance
1985-86	95.2
1986-87	94.7
1987-88	94.7
1988-89	94.2
1989-90	94.7

A fall 1990 sampling of data found that students' tardiness and part-day truancy did not cause any of the attendance claimed at Sunset View for purposes of state funding for education to be less than the state-mandated minimum instructional day. In the future part-day absence may result in a loss of state school funding.

Teaching Quality

Teaching Assignments

Do we have qualified teachers?

Sunset View has 17 classroom teachers, 11 of whom have been with the school more than six years. The average teaching experience of the staff is 10 years. Every teacher at Sunset View is properly credentialed to teach at the appropriate grade level. In addition, 11 teachers are certified for Gifted and Talented Education (GATE), two are certified in special education instruction and two are certified reading specialists. Four teachers at Sunset View have been designated as mentors by the school district. A number of teachers serve as demonstration teachers for the district and are frequently called upon as presenters and lecturers at Point Loma Nazarene College and elsewhere.

There were 47 students (seven percent of our enrollment) identified in 1990 as being at risk of being retained. The site consultation team (principal, district counselor, resource specialist, psychologist, reading teacher, classroom teacher, parent) monitor the progress of children at risk and develop an individual plan which addresses needs and interventions required for assistance.

A consultation team of support staff, administrator, and teachers meets weekly to review and write plans for meeting the learning, health, and emotional needs of students and supports the early identification of students who are at risk.

Discipline and Climate for Learning

Is this school a good place to learn?

The Sunset View community makes a strong connection between school rules and the guarantees of safety and mutual respect. These are themes taught and reinforced throughout the year. A committee of teachers and staff annually updates the disciplinary guidelines, including the shared responsibilities of students, site personnel, and parents. Parents and students review the policies and sign their agreement yearly.

An atmosphere of support and encouragement can be felt schoolwide. Every effort is made to accommodate the individual needs and styles of children in social and academic learning.

The guidance program:

- addresses classroom and small group programs
- reinforces concepts of empathy and the consequences of one's actions in problem solving situations.

Student recognition program acknowledges every student for a variety of accomplishments including:

- positive attitude;
- cooperative citizenship;
- academic effort; and
- being "caught being good."

Staff are acknowledged in the weekly staff bulletin.

Teacher and Administrator Evaluation

How are teachers and administrators evaluated?

The principal at Sunset View formally evaluates tenured teachers every two years. He observes temporary or probationary teachers frequently and evaluates them yearly. If a teacher's performance is less than effective, the principal identifies specific areas which need improvement. Teacher and principal develop a program for improvement.

Principals are also evaluated every two years in a similar manner by a central office supervisor.

If you are concerned about a teacher, administrator, or other staff member, there is a procedure that you can follow. You can find it in the *Handbook for Parents* sent home with every student at the beginning of the school year. You may call the principal or teacher, as appropriate, to discuss this subject at any time.

Substitutes

Do we have qualified substitutes?

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent.

By state law, a credentialed teacher may substitute at any grade level and in any subject. Every effort is made to place substitute teachers in their area of expertise.

This year we would like to create our own pool of good substitute teachers because we believe it would be more effective to have substitutes who are familiar with our site and the specific needs of our students.

Quality of Instruction and Leadership

How good is it?

Sunset View offers a balanced curriculum to a diverse student population. Our curriculum is aligned with state-adopted frameworks and guidelines. We are implementing the new language arts reading and writing program this year.

Through our Restructuring Steering Committee, our staff and community have established clear goals for improving instruction and for involving staff and parents in planning and decision-making.

Children with limited English-speaking abilities or learning disabilities are assessed and provided an appropriate program. The support staff, including the psychologist, resource specialist, reading specialist, and basic skills teacher provide extensive and innovative services to the regular education population. Students at risk or with exceptional needs receive support through small group and individual instruction and consultation.

A collaborative decision-making process was expanded by becoming a Site Based Coordinated School this year. Teachers are meeting regularly in grade level groups on staff development days for in-depth discussion and planning for instructional issues. There is a clear need to do more of this.

Sunset View's principal plays an important role in facilitating positive parent/community relations. Parents and other members of the community are made aware of how they can support and become involved in the school's programs through newsletters, flyers, phone calls, PTA board meetings, Restructuring Steering Committee, and monthly parent/principal coffees. Evidence of parent support is indicated by the nearly 15,000 volunteer hours contributed during 1989-90 school year.

Training and Curriculum Improvement

What are we doing to improve staff?

Professional development for staff is on-going at Sunset View. This year we have four staff development days. The days are used to develop specific programs to develop the long-range goals described in the Mission and Goals section of this report.

Needs are continually assessed, monitored and prioritized. Action plans are developed with community and staff input. Progress is monitored closely. Site resources are focused to support identified needs. District, site, and PTA funds are

used to enhance programs and to cover the cost of substitutes and conference fees which are part of professional development.

Our curriculum follows the state-adopted framework and state guidelines.

Sunset View Magnet is teaching the new district-adopted language arts curriculum. The program exposes all students to quality literature. It stresses the interaction of listening, speaking, reading, and writing, rather than teaching these as separate skills. Staff training has been on going to prepare for this new curriculum.

The principal encourages staff to attend conferences, workshops, and demonstrations of programs and to visit other schools. Instructional aides are given on-site training.

Counseling and Support Services

What kind of support does Sunset View offer students?

Students receive a variety of support services from 13 certificated staff who work at Sunset View on a full-time or part-time basis.

Counseling and support service staff includes resource specialist, reading teacher, basic skills teacher, psychologist, nurse, language speech and hearing specialist, district counselor, physical education and adaptive physical education teacher.

Non-certified staff include art and music docents, a media center supervisor, a district counselor assistant, and a transportation liaison.

Two additional certificated positions include the magnet resource teacher and the physical education teacher, who also provides preparation time for classroom teachers.

Over the years we have seen a decrease in many of our support services due to cuts in funding.

Textbooks and Other Instructional Materials

How current are our materials?

The district decides which textbooks will be used and provides them to schools on an equitable basis.

The district adopts new school textbooks every seven years. These are chosen by districtwide textbook committees of teachers, administrators, and parents. This year new social studies textbooks are being piloted.

Our instructional programs use a variety of materials in addition to textbooks, including workbooks, encyclopedias, dictionaries, maps charts, computers, calculators, audio visual equipment, and resource materials. Every student is provided with textbooks and sufficient support materials.

All students have access to the school media center through regularly- scheduled weekly classroom visits. The media center contains a variety of fiction and non-fiction books and other materials. Site and PTA funds keep stock up to date. Expansion of our media center is an on-going need. Each classroom has one or more computers, with limited software. Students use the computers to reinforce and enhance academic skills. There is a need for software and for staff to become computer literate.

The district Instructional Media Center houses an 800,000-volume elementary book collection. There is also a film library with approximately 30,000 audio visual materials, including filmstrips that teachers can use in their classrooms.

School Facilities and Safety

How clean, safe, and orderly is our school?

The school site is approximately 37 years old. The main facility is a single-story plant consisting of 12 permanent classrooms. There are also six portable classrooms. Thanks to our business partner, Suzy's Zoo, we have additional outside lighting for evening events. A wall ball court was added this year as a memorial to a Sunset View student who passed away last year.

The school is neat in appearance with infrequent graffiti or vandalism. Community members are alert and tend to report suspicious activities around the school. Students have a positive attitude towards their school and play a major role in its upkeep.

To promote student safety, we ensure that procedures for student emergencies are reviewed with staff, students and parents. Fire drills and disaster preparedness drills are conducted on a regular basis. Adult supervision is provided prior to school and during recess and noon playtime. Community and staff feel there is a need for increased safety

measures at the intersection of Moana and Hill streets before and after school. The PTA Safety Committee is looking into possible solutions.

Class Size

Are classes too large?

Our classrooms had the following enrollments on September 28, 1990:

Grade Level								
K	1	2	3	4	5	6	Comb	Comb
28	30	30	27	32	29	28	31	31
28			29	32	30	31	30	17
							29	

Class size is too large. Our adult-to-student ratio is lowered by using instructional aides and extensive parent volunteer involvement in classrooms, on the playground, and in supplemental programs. However, due to parents returning to the work force, their volunteer time has been reduced. The ratio is further reduced by a number of student teachers and observers provided by Point Loma Nazarene College and other area universities. Students from Point Loma High School seeking work experience credit are placed in several classrooms.

Integration and Diversity

Race and Human Relations

Do students get along with each other?

A most important factor in our students becoming contributing members of a multicultural society is their ability to understand and appreciate the diversity of backgrounds of others. To support this understanding and appreciation of our cultural diversity, we are planning our first annual cultural heritage fair in the spring. Sunset View Magnet im-

plements the district race/human relations program through the social studies program and augments it with a variety of cultural and ethnic classroom activities. Other programs include an African American role model program, flag assemblies which focus on race/human relations issues, and an active counseling center program aimed at conflict resolution, problem solving, appreciation of individual differences, and effective communication.

Shared Decision-Making

Community Involvement

Does Sunset View welcome parent and community involvement?

Strong parent involvement can be seen in our large and active PTA membership (about 90 percent). The PTA provides volunteer helpers for the classrooms, raises funds for the school, provides field trips, books for the library, and other forms of enrichment. PTA support and interest help give the children a sense of being a part of a total community.

Sunset View participates in a school/business partnership with Suzy's Zoo Greeting Card Company, which provides the school with opportunities to recognize and reward stu-

dent achievement. A calendar of activities is scheduled each year. We still have a large number of parent volunteers in the classrooms. However, they are gradually diminishing as a result of the number of parents returning to the work place.

Here's how you can get involved:

- Join the PTA and participate in one of its many activities. Board meetings are held the first Friday of every month.
- Volunteer in a classroom.
- Attend a Restructuring Steering Committee Meeting held the second Thursday of each month.
- Attend a parent coffee.

Finances

Expenditures and Services Offered

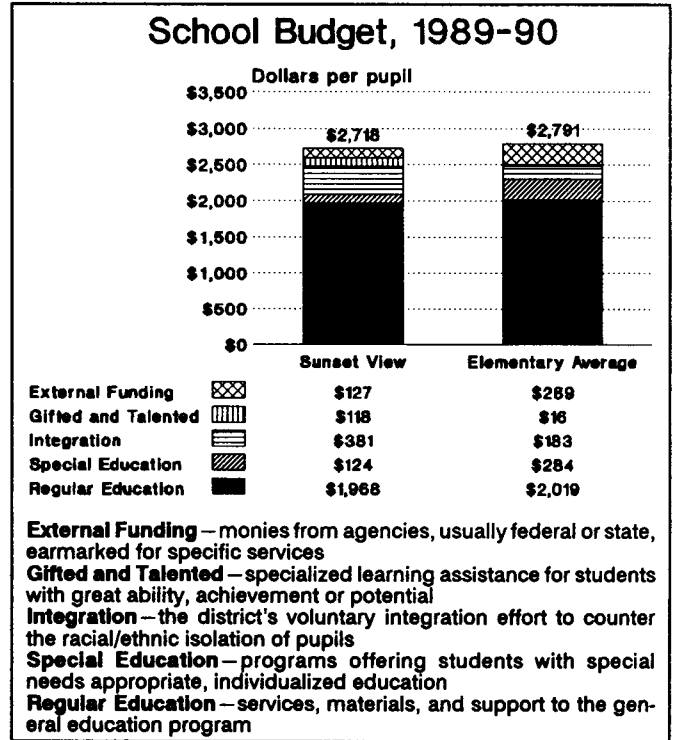
Where does it all go?

The adjoining budget chart shows the major areas of district funding for Sunset View Magnet and other district schools. It includes all budgeted monies from the general fund except those for transportation, maintenance and operations, and district administration.

With few exceptions, little latitude is offered to Sunset View Magnet to determine use of funds.

The general fund provides each school an instructional budget based on its enrollment and programs and on district formulas. These formulas result from various factors: Board of Education policy; state law; program funding requirements; and agreements with employee bargaining units.

Recent legislation has required school districts to report salary comparisons. The salary table below compares salaries in San Diego City Schools with average salaries paid for comparable positions in California unified school districts of 1,500 or more students. The data are for the 1988-89 school year.



Salary and Budget Data for Teachers and Administrators, 1988-89

Position	Other Large Districts (1,500+ ADA)	San Diego (113,474 ADA)
Beginning Teacher's Salary	\$22,188	\$22,893
Midrange Teacher's Salary	\$34,851	\$35,231
Highest Teacher's Salary	\$42,053	\$43,752
School Principals' Salary [†]	\$50,683	\$58,332
Superintendents' Salary [‡]	\$70,086	\$92,832
Administrative Salaries as Percentage of Budget	5.67%	4.97%
Teacher Salaries as Percentage of Budget*	43.50%	44.05%

[†] All school site managers – principals, vice principals, etc.

[‡] Superintendents, deputy, associate, and assistant superintendents.

* Percentage of general fund expenditures. Does not include benefits.

Report Card Committee

The following parents and staff contributed in developing this report card:

- Annette Lamond, parent
- Camille Johnson, teacher
- Cathy White, staff
- Jerry Hooper, Principal
- Pam Hoxie, PTA president/school staff
- Becky Reid, teacher
- Karen Mitchell, magnet resource teacher
- Marty Johnson, parent
- Patricia Ladd, teacher
- A. K. Jones, teacher
- Dave Levin, teacher
- Ann Fulmer, reading specialist
- Connie O'Brien, parent
- Deborah Brady-Davis, parent